

# Glossary

## 1-2-3 Strategy

When students get a vocabulary list, they decide whether;

- I really understand the word well with all its connections (1)
- I am somewhat familiar with the word and use it sometimes in conversation (2)
- I have never heard it before (3)

They place the appropriate number beside the word. Students revisit the list frequently during the learning cycle to see what has changed. Students will often “downgrade” their self assessment of a word once they see the deeper meaning in the concepts. There are always a few words that encapsulate the “Big Ideas” and the key concepts of the unit. Use these words to review the unit in a concept/mind map. This strategy can also be used before reading or an activity to give an idea of whether students need to do some vocabulary work before reading or beginning the activity.

## Co-constructing criteria

Co-constructing criteria is the process of working collaboratively with students to develop the criteria and indicators for successful demonstration of knowledge and/or skills related to learning goal.

Engaging students in identifying and developing the criteria promotes their understanding of the criteria and facilitates effective self-assessment.

When co-constructing criteria, teachers and students:

- identify and clarify the learning goals
- analyze examples of strong and weak work for its strengths and weaknesses
- brainstorm a list of possible indicators based on the analysis
- organize the indicators into related categories to develop criteria
- record the criteria and indicators using an appropriate tool\*
- critique the assessment tool and revise it for clarity
- come to agreement prior to beginning the task

\*Teachers and students may develop a variety of tools for self-assessment, including checklists and rubrics. Consider starting with checklists, as they are easier to construct and use.

## K-W-L Chart

K-W-L is a 3-column chart that helps organize and record knowledge/skills before, during, and after a learning cycle. The overhead, chart paper, white board or chalkboard can be used to display the chart to the whole class or the chart can be drawn or pasted into students’ notebooks.

K	W	L
What do I <b>know</b> about this topic?	What do I <b>want</b> to learn? OR <b>What</b> do I think I will learn?	What have I <b>learned</b> ?
This column is completed at the beginning of the learning. This provides both the teacher and the student with baseline data about their knowledge.	As discussion of the topic or unit begins, students complete this column, predicting what they might learn and/or articulating what they would like to learn about the topic.	At the end of the unit or topic discussion, students complete this column with their newly gained knowledge and understanding.

## Think-Pair-Share

This strategy can be used to assess student knowledge and understanding about a topic or concept. It provides students with the opportunity to think critically, talk to a partner in a structured manner and increase their learning.

**Think** - Provide students with a question, observation or writing prompt. Allow a minute or so for them to think individually about the question. Students may write notes about their thinking.

**Pair** - Students pair up in a variety of ways to talk about the question or prompt. Allow a minute or two for them to discuss their thoughts and answers, and come to agreement on one or two ideas that they agree are best, most convincing, or most unique.

**Share** - Each pair has the opportunity to share their thinking with the rest of the class.

### **Two Stay--One Stray**

The cooperative learning strategy, "Two Stay--One Stray," (or "Three Stay..." etc.) is effective for lessons where parallel groups of students work on the same activity (e.g. laboratory investigation or problem set). Use of this strategy enables learners to check their procedures/answers/results/conclusions with others. This can spare a teacher from feeling that he/she needs roller skates to get around to all groups! In this strategy, one member of each cooperative group visits another group to share procedures near the beginning or middle of an activity, or findings near the end of an activity or session. The group member who strayed rejoins his/her original group to share what he/she learned from the visited group. To maximize collaboration among groups, groups should not exchange strays. When groups are arranged in a circle, a member of each can stray to the left or right. During the "straying," the teacher may want to stay with one group to ensure that responses meet with the success criteria. The teacher can reconvene the class to provide descriptive feedback or group brainstorming.